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ABSTRACT

This report evaluates the Ganado Learning Arts Development Project (GLAD), a program implemented at the Ganado Primary School in Arizona. The school serves K-2 students from the Navajo reservation and emphasizes integration of traditional Navajo teachings and culture with Western knowledge. The report covers the following data: (1) student average attendance (1980-1994); (2) student enrollment and enrollment projections by year and by grade (1985-1994); (3) student turnover rates and reasons given for student withdrawal (1989-1992); (4) Language Assessment Scale scores indicating students' level of English language proficiency (1987-1994); (5) limited English proficiency (LEP) status of students (1993-1994); (6) Navajo/English proficiency student distribution (1992); (7) student socioeconomic status (1994); (8) a study analyzing LEP speaker profiles for second grade students broken down by community (1985); (9) average scores on the Iowa Test of Basic Skills and the Gates MacGinitie Reading Test (1986-1991); (10) data from the at-home student reading program (1991-1994); (11) impact on students' reading and writing skills of staff training in the Collaborative Literacy Intervention Project (CLIP) (1992-1994); (12) communities served by the school (1990); (13) parent survey concerning demographic information (1988-1993); (14) level of parent participation in school workshops and activities (1985-1993); (15) teacher perceptions of parental involvement (1991-1994); (16) results of parent surveys concerning the GLAD Project for the years 1985-1992); (17) staff attendance levels (1984-1993); (18) professional leave time for staff development (1990-1993); (19) results of the Theoretical Orientation to Reading Profile completed by staff (1989); (20) number of staff who have taken university course work (1985-1993); (21) staff turnover rates (1987-1994); and (22) number of ESL and bilingual staff endorsements (1989-1994). The report also includes letter of accreditation from the North Central Association of Colleges and Schools; program implementation reports for 1993-1994; and a site visit report from the CLIP project. Contains many data tables. (LP)

TAC-B-432

ED 385 407

THE GLAD PROJECT EVALUATION SUMMARY

1994 REPORT

June 10, 1994

Prepared by: Sigmund A. Boloz, Principal
Ganado Primary School

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THE GLAD PROJECT
ADMINISTRATIVE SUMMARY

Special Notes: In 1994, Ganado Primary School was one of twelve (12) schools identified as a successful Schoolwide Chapter I project in *Implementing Schoolwide Projects: An Ideabook*, disemminated by the U.S. Department of Education. In 1993, Ganado Primary School was selected as a National Exemplary Reading Program by the International Reading Association. Twenty-two school sites from around the country were chosen. In 1992, the Primary School At-Risk Project was chosen as an exemplary program by the Morrison Institute for Public Policy.

The report included on the following pages includes that data which was available on June 10, 1994. The conclusions which are drawn from the enclosed report are as follows:

Strengths:

CURRICULUM

1. School visitations to the school by outside teachers and administrators indicate high support for classroom practices and curriculum direction.
2. The school continues to be validated through its numerous awards and studies done by outside organizations: Chapter I national school wide Chapter I project study participants, and National Council of Teachers of English and International Reading Association awards.

STUDENTS

1. Student **attendance patterns** indicate a high rate of attendance and a 11% decrease in absences among "at-risk" students (students who missed 15 days or more the previous year). Although the overall percentage of student absences increased, the distribution indicates that there were less students missing 20 or more days.
2. **Enrollment** remains on the rise (1994- 443 compared to 1993-427 and 1992-422 students). Student transience is related directly to parent employment security (76% of withdrawals). Kindergarten trends need to be watched closely (112 average students in 1992 to 149 in 1993 and 156 in 1994)
3. A high degree (68%) of students report having a **preschool experience**.

4. Longitundinal studies indicate that the child-centered **curriculum** appears to address the needs of the high number on **Limited English** proficient students as the number of limited profiecient students is decreasing (from 32.1% for 1st graders to 17.7% for that same group of second graders).
5. A district-wide **writing** sample indicates very strong student growth.
6. Students tend to score near or on the national average on the subtests of within the area of **Math** Computation.
7. Students from homes of high socio-economic conditions and of homes where both parents work tend to be on the national average on the Iowa test of basic skills.
8. At-Home reading levels have doubled since the 1990-1991 reachingover 40,000 **books** this year.
9. The Collaborative Literacy Intervention Project **(CLIP)** appears to be very effective first grade intervention program. Thirty-six students were served this year.

PARENTS

1. Parent **participation** in school programs is increasing (over 61.4% rated as having good support for their children).
2. Parent **support** for school programming is high (87.3% rated the school performance as an "A" or as a "B").
3. Parent **education** levels appear to be increasing (42% of mothers list at least some college and 36% of fathers list at least some college).
4. Parent support for the at home reading program, Open House activities and Rainbow Connection workshops are well attended.

TEACHERS

1. Certified staff **leaves** indicate a high rate of attendance mirroring the national averages for schools of similar size.
2. **Staff development** opportunities are abundant, are being utilized, and those staff members attending these activities are returning.
3. The certified and classified staff is **stable** and **highly trained** (26 teachers are bilingual or ESL endorsed). Twenty-two teachers have now completed the Collaborative Literacy Intervention Project Training (CLIP), of this group, seventeen (17) are still employed at the primary and one has become a full-time trainer.

Limitations:

STUDENTS

1. Students are highly **transient** annually and within the academic year (approximately 20%).
2. Students tend to come from **low socio-economic** homes with a high degree lacking basic electrical (24%), lacking indoor plumbing (38%), and employment.
3. The student body has high degree of **counseling needs** (dysfunctional families, co-dependent children of substance abuse, child neglect and abuse, etc.) which appear correlated with low achievement on the Iowa Test of Basic Skills.
4. The student body has a whole enters school with a high degree (58%) of **Limited English Proficient** students and 22.8% do not speak either language fluently.
5. Students tend not to score near or on the **national average** on the subtests within Listening (second grade), Word Analysis (second grade), Vocabulary, Reading, Spelling (second grade), Visual Materials, Reference Skills (second grade), Math Problem Solving, and Higher Order Thinking Skills.

PARENTS

1. A high incidence of **single family** (35%) and **dysfunctional** families.
2. A high degree of parents (50-60%) tend to be **unemployed**.

THE GANADO LEARNING ARTS DEVELOPMENT (GLAD) PROJECT
EVALUATION UPDATE 1993-94

prepared by
Sigmund A. Boloz, Principal
June 10, 1994

Introduction

The following report represents a portion of the evaluation data collected as an evaluation of the Ganado Learning Arts Development (GLAD) Project during the course of the last fourteen years 1980-1994. Important here, is the fact that subjective datum such as an ethnographic studies and school visitation by other professionals seem to indicate strong support for continuation of this project. Although staff and student attendance is high, parent participation has dramatically increased, procedural planning, staff development efforts, and curricula improvement have shown strong improvements, standardized test scores have shown little significant upward movement. Unfortunately, the latter seems to preoccupy evaluation decision-making.

Dr. Nancy Fox, Professor of Reading at the University of Colorado at Denver wrote on April 11, 1994:

"Our visit a few weeks back was most enjoyable and extremely enlightening. Indeed, you have a unique and exemplary school and I feel all your honors are well deserved. I am most impressed with the many ways you have used resources to meet the specific needs of your students as well as their families. I particularly enjoyed the CLIP demonstrations and... was very impressed with your building and the variety of materials available both in the media center as well as in classrooms. I look forward to showing your student-authored newsletterin my University classes as well as talking about your authentic reading and writing programs. The children of Ganado Primary School are receiving a top quality and very crewative curriculum that is personalized to their individual needs."

On December 13, 1993, Ganado Primary School was visited by members of a U.S. Department of education Chapter I Program Review Team. An April 18, 1994 report states:

"The GLAD program at Ganado Elementary is an excellent example of coordination with Chapter 1, Special Education, and Bilingual Education."

"The entire school staff was involved in designing the program around grade clusters. The new building was designed by teachers and community to enrich the instructional programs and foster cultural awareness. The instructional program is designed to make maximum use of cultural awareness, languages, and surrounding nature. Teachers working in each cluster identified tasks and assigned responsibilities to teachers, aides, support staff, parents, and students. The staff in each cluster meet during the work day to plan tasks.

Community organizations, and parents support the program in many ways. Parents are able to request and receive training. The principal designed a student profile that helps follow each student's progress in academic and non-curricular areas. He continually seeks community support and involvement. Ganado Primary School has received State recognition for its outstanding program."

Joy Guthrie, Educational Specialist for the Bureau of Indian Affairs School at Many Farms wrote in her letter dated, January 28, 1993:

We thank you for allowing us to visit your excellent school. There are so many positive aspects it would be impossible for us to comment on all of them. Congratualtions! When I asked thiem what recommendations they might like to make for your school, they found it laughable. Suffice it to say they even wish they were working for you.

In October of 1992, Ganado Primary School was visited by staff members of the Rural Technical Assistance Center out of Portsmouth, New Hampshire. The staff members explained in a letter to the district dated October 6, 1992,

" the U.S. Department of Education recommended that we visit your school as part of the nationwide study we are conducting to inform Congress about schoolwide projects. Ganado primary School is one of only six schoolwide project schools (out of 2,400) that will be visited for this study. Your school has been described as a model effort to integrate innovative instructional strategies within a Chapter I schoolwide project, and we feel that your approach holds much promise for strengthening programs for students staff, and parents."

Referring to Ganado Primary School and citing exemplary staff development projects, DR. Mary Ann Millsap wrote:

By law, all schoolwide projects must include staff development, but some projects have made this a particular area of focus. For example, the organizer of staff development in an elememntary school (Ganado Primary School) has arranged a program that is both specialized and innovative. (page 3-8) Dr. Mary Ann Millsap, et. al. in the **The Chapter 1 Implementation Study: Interim Report, U.S. Depratment of Education: Office of Policy and Planning,** 1992.

Some of the strongest support for the project comes from the real experts who work in schools all the time. The following excerpt written by Dr. Jane Hansen of the University of New Hampshire, co-researcher of Dr. Donald Graves and an expert in the field of the reading and writing connection, is an example:

"I've been telling everyone about all the things I saw the children doing. Your school really is exceptional, Sig. The students like school! And, they talk. No other aspect of language will get anywhere unless the children talk, which means the teachers listen."

"Thank you for... the copy of your curriculum guide. It's great! Your list of statements about children is the best way of organizing a curriculum that I've ever seen. Plus the particular ones you chose are terrific."

Jim Briggs, Supervisor Reading Lab at Rock Point Community School wrote on October 29, 1992:

"A great deal of credit for your school's success must go to this professionalism and enthusiasm, which inspires everyone to give that little bit of extra. The most heard comment (from the 9 teachers who visited) was about the positive attitude displayed by the principal, teaching staff, office personnel, and students. I am very proud and happy to know such dedication exists in one of our educational systems."

In her letter to Superintendent Albert A. Yazzie, Judith A. Vandergrift, At-Risk Research Director for the Morrison Institute, wrote in January of 1992:

"We are delighted to inform you that Ganado has met the criteria for selection as a model site. Of the 42 K-3 sites that have been involved in the **Arizona At-Risk Pilot Project** over the past four years, Ganado is among the top 25 percent of the districts, schools and programs that appear to have made a real difference in the lives of at-risk students and their parents. Ganado was selected on the basis of teacher and student survey results, interviews, site visits, retention data, absenteeism, test score results--every database **Morrison Institute has compiled over the past three years**. All participating districts were rank ordered for each database. We then examined the rankings and identified "top scoring" districts on the basis of all our data."

Marcel Chambellan, Principal of Tse Bonito Elementary wrote:

" I compliment you on the excellent educational program you have developed at Ganado. I saw a lot of creative techniques, positive attitudes, student rapport and a good learning atmosphere."

The Chapter I Team from Luepp Public Schools (a part of the Flagstaff Public School system wrote in April of 1991:

" The visit was both enjoyable and informative. The aspects of the your school that stood out in our minds were staff commitment and the on-going communication among the faculty and staff. This was exemplified through coordinated efforts in scheduling, staff inservice, and extensive cross-curricular studies.

After observing your school we all experienced a renewed enthusiasm for creating a positive learning environment which enhances the learning process."

In his **FY 1990/91 Formative External Evaluation Report**, for the Morrison Institute of Public Policy, Rick Hefferon wrote in January of 1991:

"Holistic classroom activities and intensive, small group activities fostered by the hiring of teacher assistants continue to be the heart of the at-risk program at Ganado. Teachers report that students are reading and writing more than before, and have better attitudes toward school. The primary school has been particularly progressive and innovative in its structure and delivery systems and has received state and national recognition as a literacy model. Teachers are extraordinarily enthusiastic, classrooms are exciting environments for learning, and language arts activities are heavily emphasized."

PART I : STUDENT

ATTENDANCE

STUDENT AVERAGE ATTENDANCE: September through April, BY GRADE
(revised: June 8, 1993)

The following data reflect the average student attendance for the year 1992-93. It is important to note that this attendance period is not for the entire 175 school calendar, but only for the school period beginning with the first full month of school, to the end of the month of April. These results for this year as compared to the established target average (median of TEN year previous years of attendance), indicates that kindergarten missed their target by 0.47%, first grade missed their target by 1.312%, and second grade missed their target by 0.732%.

In summary, attendance continues to be a strong variable at the school with kindergarten students missing the most days as parallels the national trends. Wide spread illness, especially strep throat and flu seem to account for the drop in attendance this year.

GRADE	1991-92 ATTENDANCE	1992-93 ANTICIPATED AVERAGE	1992-93 ATTENDANCE
KIN	92.98	93.882	93.412
FIRST	94.06	94.771	93.459
SECOND	95.235	95.525	94.793
SPECIAL PROJECTS	94.32	94.678	93.102

SCHOOL-WIDE FREQUENCY DISTRIBUTION BY YEAR

YEAR	N	0-1	2-5	6-10	11-15	16-20	21+
1987	618	15.7	26.2	25.2	15.5	11.5	6.3
1988	630	15.1	24	26.7	20.5	9.4	4.1
1989	425	16	24.7	28	19.3	9	2.8
1990	444	18	27	29	16	6	4
1991	413	9.9	27.1	31.7	17.7	6.8	6.8
1992	453	9.4	28.9	27.2	19.2	9.3	6.0
1993	444	7.7	24.1	29.5	22.3	11.3	5.2
1994	472	11.7	24.2	30.1	15.5	10.4	8.3

GRADE LEVEL AVERAGE DAYS MISSED OF SCHOOL PER YEAR

	89-90	90-91	91-92	92-93	93-94
KINDERGARTEN	8.6	11.0	12.3	11.5	10.8
FIRST GRADE	7.9	9.0	10.4	11.4	10.8
SECOND GRADE	6.6	7.1	7.9	9.1	8.3
SPECIAL PROJECTS			9.9	12.1	

TOTAL SCHOOL AVERAGE ATTENDANCE: September through April, BY YEAR

The following summary illustrates the total school average attendance from the 1980-81 school year to the 1993-94 school year. In 1988-89 school year, the Primary School began housing only kindergarten, first and second grades. This is important in that traditionally, the third grade had the best attendance in the school. While attendance this year was down because of high levels of illness among the general population in the area, during this last year it continued to remain above the state finance target of the 94% level, and well within the national average for the country, it is also interesting to note the total possible attendance data for the school. This also indicates a steady growth in population.

YEAR	ATTENDANCE PERCENTAGE	TOTAL POSSIBLE ATTENDANCE
1980-81	94.48%	73,338.5 (grades K, 1, 2, 3)
1981-82	93.71%	70,852
1982-83	95.49%	67,514
1983-84	94.61%	70,357
1984-85	95.27%	71,603.5
1985-86	94.73%	78,481
1986-87	94.60%	84,066
1987-88	95.14%	86,133
1988-89	95.07%	59,941 (grades k, 1, 2)
1989-90	95.63%	60,302
1990-91	94.30%	61,568.5
1991-92	94.24%	61,596
1992-93	93.61%	67,763

HIGH RISK STUDENT ATTENDANCE RESULTS

At the end of each school year, a list of students with more than 15 days of unexcused absences is developed. From this list at the end of the 1991-92 school year, 62 students were identified as being "at risk" of future high levels of absence. The at-risk students absences were generally unrelated to documented illness and they were identified as possible chronic absentees during the next year.

With the modification within the counseling program at the beginning of the 1988-89 school year, one staff member, working under the direction of the counselor, was given the lead role to provide interventions with the at-risk students, staff, parents, and community services. The following are the results of those interventions.

Comparison of Absent Levels In Days Missed

			Previous Year Level		New Year Level	
	ORIG N	FIN N	ABS	AVG. DAYS ABSENT	ABS	AVG DAYS ABSENT
1988-90	68	43	848	19.7	487	11.3
1989-90	49	35	630.5	18.0	488	13.9
1990-91	36	34	702.5	20.7	514	15.1
1991-92	37	33	738	21.1	469	14.2
1992-93	62	42	1260.5	20.3	675	15.7
1993-94	33	17	504.7	15.3	232.5	13.6

As the above data report, there was a 11.1% decrease in the absent rate of those 17 students in 1993-94 identified as at-risk in terms of attendance. It also demonstrates the high turnover of students within this group.

ENROLLMENT (revised 6/3/94)

The following is an overview of the community from which new enrolles transferred to Ganado Primary School (grades first through third in 1986-87 and 1987-88 and grades first and second in 1988-89 to present).

	86	87	88		89		90		91		92		93	
			1	2	1	2	1	2	1	2	1	2	1	2
Kinlichee	16	16	10	0	4	7	4	3	3	2	5	1	5	2
Out of State	13	4	6	4	7	2	3	3	5	2	3	2	4	2
Toyei/Greased	15	16	1	0	8	0	1	2	5	2	6	2	2	3
Wide Ruins	8	3	0	0	2	0	3	1	2	0	0	2	0	0
In State Public	6	19	5	5	4	11	7	5	5	5	6	6	5	9
Other Boarding	3	5	0	2	2	3	1	2	1	0	2	1	0	0
Total	61	53	33		50		35		32		35		32	

Based upon the actual enrollment during the past years and information provided concerning the promotion and retention of students at the end of the 1993-94 school year, it is projected that class size will average from 15.8 to 18.8 students during the 1994-95 school year.

Gr	1993-94 Enroll	Promo TO	Retain New IN		1994-95 Enroll	Special Programs Draw	Staff	Average**
K	156	0	0	153*	153	(-42)	6	18.5
1	152	156	1	15	171	(-47)	6	20.6
2	135	151	0	0	151	(-42)	5	21.8

* projected enrollment (average of last 3 years =139 but 100% of the 107 eligible preschoolers in community preschools and .30 addition= 153)

** average corrected for Project Success and Multi-leveled classes {30or 35ML + 12PS } = 42 or 47)

ENROLLMENT PROJECTIONS BY YEAR, BY GRADE
(Revised June 2, 1994)

	ANTICIPATED ENROLLMENT	ACTUAL ENROLLMENT			
KINDERGARTEN	**SEPT**	**JAN**	**APR**	**AVERAGE**	ERRORS
1985-86	107	96	108	109	104.3	-3
1986-87	108	116	112	111	113	+5
1987-88	117	129	124	125	126	+11
1988-89	127	107	116	113	112	-15
1989-90	119	121	126	129	125	+6
1990-91	125	127	129	128	128	+3
1991-92	131	108	110	118	112	-19
1992-93	130	144	153	150	149	+19
1993-94	140	153	158	158	156	+16

FIRST	**SEPT**	**JAN**	**APR**	**AVERAGE**	ERRORS
1985-86	113	147	139	137	141	+28
1986-87	162	157	156	154	157	-5
1987-88	140	129	133	131	131	-9
1988-89	141	138	146	144	143	+2
1989-90	124	139	140	139	139	+15
1990-91	147	144	153	154	150	+3
1991-92	154	137	144	148	143	-11
1992-93	142	133	129	128	130	-12
1993-94	169	154	151	151	152	-17

SECOND	**SEPT**	**JAN**	**APR**	**AVERAGE**	ERRORS
1985-86	110	109	104	106	107	-3
1986-87	123	142	143	145	143	+20
1987-88	164	157	150	148	152	-12
1988-89	149	143	149	145	146	-3
1989-90	145	138	149	151	146	+1
1990-91	140	138	139	138	138	-2
1991-92	149	146	151	155	151	+2
1992-93	150	149	152	144	148	-2
1993-94	134	134	136	136	135	+1

ENROLLMENT LONGEVITY BY GRADE
(revised June 8, 1994)

During the 1989-90 school year, datum was gathered that indicated that the population of the school was far more transient than had previously been believed. For instance, it was found that almost half of the second grade population did not attend kindergarten at Ganado Primary. The following is an analysis of that datum which indicates the percentage of the students enrolled in Ganado Primary School during February of each year and a profile of their longevity in this school by grade.

FIRST GRADERS WHO ATTENDED AT LEAST 155 DAYS IN GANADO DURING:

	YES	NO
THEIR KINDERGARTEN YEAR		
1988-89	67.4%	26.1%
1989-90	66.9%	33.1%
1990-91	67.5%	32.5%
1991-92	75.7%	24.3%
1992-93	71.4%	28.6%
1993-94	68.1%	31.9%

SECOND GRADERS WHO ATTENDED AT LEAST 155 DAYS IN GANADO DURING:

	YES	NO
THEIR KINDERGARTEN YEAR		
1988-89	57.5%	42.5%
1989-90	61.3%	38.7%
1990-91	64.5%	35.5%
1991-92	66.7%	33.3%
1992-93	67.6%	32.4%
1993-94	59.7%	40.1%
THEIR FIRST GRADE YEAR		
1988-89	83.6%	14.4%
1989-90	78.7%	21.3%
1990-91	80.6%	19.4%
1991-92	78.4%	21.6%
1992-93	81.6%	18.4%
1993-94	72.4%	27.6%

STUDENT TURNOVER DURING YEAR
October 1st to April 1st
(Revised April 14, 1992)

The following data demonstrates the high level of student turnover during a school year which has an impact on the success of programming at the school level. During the 1991-92 school year, 26 students withdrew from the school and 59 new students entered the school between October 1, 1991 and April 1, 1992. This was a total student move equal to about 20% of the entire student population of the school. This does not include the students who did not return or new students who enrolled in August or September or withdraw.

YEAR	GRADE	WITHDRAWN FROM	NEWLY ENROLLED	TOTAL ENROLLMENT ON APRIL 1ST	
1989-90					
	KINDER	11	16	129	
	FIRST	11	9	139	
	SECOND	15	20	145	
	TOTAL	37	45	419	19.6%
1990-91					
	KINDER	12	14	128	
	FIRST	14	20	153	
	SECOND	12	13	137	
	TOTAL	38	47	418	20.3%
1991-92					
	KINDER	9	18		
	FIRST	6	15		
	SECOND	8	16		
	MULTI L	3	10		
	TOTAL	26	59	421	20.2%

REASON GIVEN FOR STUDENT WITHDRAWAL
(revised 12/5/93)

Beginning of the 1991 school year efforts have been made to identify reasons for the non return of student enrolled during the pervious year. The following are the results.

REASON GIVEN	PERCENT OF TOTAL		
	1991	1992	1993
PARENT EMPLOYMENT	52%	76%	70.1%
UNKNOWN	24%	18%	16.3%
PARENT CONTINUING EDUCATION	6%	0%	2%
LACK OF HOUSING	3%	3%	0%
LIVING WITH NEW GUARDIAN	9%	0%	0%
FAMILY PROBLEMS	6%	3%	11%
N	33	34	55

LIMITED ENGLISH PROFICIENCY (LEP)
(revised June 14, 1994)

During the 1986-87 school year,the district modified their procedure for identifying limited English proficient (LEP) student population. An important change was the use of the Language Assessment Scale (LAS) as the primary test of determine language proficiency. The results below indicate the level of English language proficiency. Data in each case was from the end of each school year.

PROFICIENCY BREAKDOWN: LAS SCORES

GRADE LEVEL	ENGLISH LIMITED ENGLISH 1	2	3	TOTAL	PROFICIENT TOTAL
KINDERGARTEN					
1987	16.8%	16.8%	23.0	56.1%	43.9%
1988	13.3%	19.3%	25.9%	58.5%	41.5%
1989	5.0%	5.0%	20.0%	30.0%	70.0%
1991	13.2%	18.6%	17.1%	48.9%	51.1%
1992	18.5%	16.1%	21.8%	56.4%	43.6%
1993	26.6%	18.8%	11.0%	56.5%	43.5%
1994	18.0%	12.0%	18.0%	48.0%	52.0%
FIRST					
1988	13.2%	10.2%	21.0%	44.4%	55.6%
1989	5.4%	12.8%	28.9%	47.0%	53.0%
1991	14.3%	19.5%	18.2%	52.0%	48.0%
1992	1.9%	5.0%	25.2%	32.1%	66.7%
1993	6.1%	12.8%	27.0%	45.9%	54.1%
1994	5.0%	13.0%	30.0%	48.0%	51.0%
SECOND					
1988	11.7%	9.0%	37.9%	58.6%	41.4%
1989	3.2%	10.4%	19.5%	33.1%	66.9%
1991	.7%	5.0%	23.7%	29.4%	70.6%
1992	8.6%	13.0%	20.4%	42.0%	58.0%
1993	1.2%	3.7%	12.8%	17.7%	82.3%
1994	6.0%	16.2%	31.2%	53.4%	44.8%

Evaluation Summary

The Primary School has two years of reliable data with the LAS test for this year's exiting second grade students, therefore: data presented below shows movement of results. The results do indicate generally positive movement of students in English Language proficiency.

LONGITUDINAL PROFICIENCY BREAKDOWN: By Grade

YEAR	GRADE	LIMITED ENGLISH				ENGLISH PROFICIENT
	LEVEL	1	2	3	TOTAL	TOTAL
1990-91	FIRST	14.3%	19.5%	18.2%	52.0%	48.0%
1991-92	SECOND	8.6%	13.0%	20.4%	42.0%	58.0%
1991-92	FIRST	1.9%	5.0%	25.2%	32.1%	66.7%
1992-93	SECOND	1.2%	3.7%	12.8%	17.7%	82.3%
1992-93	First	6.1%	12.8%	27.0%	45.9%	54.1%
1993-94	Second	6.0%	16.2%	31.2%	53.4%	44.8%

PRIMARY SCHOOL LEP STATUS
1993-1994

	KINDERGARTEN		*GRADE ONE*		*GRADE TWO*	
STATUS	NUMBER	%	NUMBER	%	NUMBER	%
NEP	70	43	7	5	3	2.2
CEP			43	28	28	21
NLP4	9	6	1	1		0
NLP5	5	3		0	3	2.2
CLP4			7	4	9	7
CLP5			1	1	3	2.2
NLEP1	29	18	1	1		0
NLEP2	19	12	5	3	3	2.2
NLEP3	29	18	10	6	3	2.2
CLEP1			6	4	8	6
CLEP2			15	10	19	14
CLEP3			36	24	39	29
CLEP4			19	12	10	8
CLEP5			2	1	3	2.2

NAVAJO/ENGLISH PROFICIENCY DISTRIBUTION
(revised April 13, 1992)

The following describes the Navajo language ability of limited English proficient students in kindergarten through grade 2 during March of 1992. Of the **421** student body, **163** limited English proficient students were assessed, **96** were found to be limited Navajo proficient (1, 2, or 3). The numerical scores of 1 to 5 indicate the score received during the assessment. A **1, 2, and 3** indicate a limited ability in that language with the lower score indicating a more pronounced limited ability. A **4 and 5** indicating a proficiency.

The Language Assessment Scale was used to assess **English** language proficiency and **The Window Rock Oral Language Test** was used to assess **Navajo** proficiency. Each assessment was given by a person fluent in that language.

NAVAJO

ENGLISH		1	2	3	4	5
	1	09	07	03	06	15
	2	12	15	03	07	09
	3	21	12	14	09	21

SOCIO-ECONOMIC STATUS
(January 7, 1994)

The following data is representative of the socio-economic status of all students in the primary school during the year indicated. It is based on the criteria established by the national School Lunch and Breakfast Program and the data provided by parents on their applications.

	FULL	REDUCED	FREE
1994	43(9.6%)	39(8.7%)	366(81.7%)

SPECIAL STUDIES

On December 1,1985 a special study of second grade students who had been identified as LEP was conducted. The study identified significantly higher concentrations of LEP students in second grade among the students coming from the communities of Steamboat, Klagetoh, Cornfields and Kinlichee. The study showed that a high number of students who were still considered LEP had stayed with the school system. It could be said then that the needs of those students remained significant. Coupled with results concerning retention, it appeared from results that LEP students would often be retained in grade and that perhaps lack of school performance could have been confused with lack of English language proficiency or that retention was seen as a measure of increasing student proficiency.

LEP SPEAKER PROFILE SECOND GRADE, by community

COMMUNITY	% LEP IN GARDE	% STUDENTS FROM COMMUNITY FROM THIS COMMUNITY WHO ARE LEP IN THIS GRADE
GANADO	25.0%	20.8%
STEAMBOAT	37.5%	60.0%
KLAGETOH	15.0%	40.0%
CORNFIELDS	5.0%	22.2%
KINLICHEE	17.5%	31.8%

LEP IN SECOND GRADE, Years in Ganado System

YEARS IN GANADO	YEAR	PERCENTAGE OF STUDENTS
ONE	1985	15.0%
	1990	0.0%
TWO	1985	12.5%
	1990	2.0%
THREE	1985	50.0%
	1990	80.0%
FOUR	1985	22.5%
	1990	17.8%

LEP STUDENT IN SECOND GRADE WHO HAD BEEN RETAINED

GRADE	YEAR	PERCENT RETAINED
SECOND	1985	50.0%
	1990	33.3%

TEST RESULTS
IOWA TEST OF BASIC SKILLS

In the "1990 Summary Report for Governing Board Members" Dr. Sidney Castle, Administrative Consultant, reports, "It should be noted that Arizona State University researches have reported that the Iowa Test of Basic Skills in the primary grades focuses entirely upon phonics while the educational standards adopted by the Arizona State Board of Education for primary grades have a 80% focus on whole-language and a 20% focus on phonics. The Ganado primary School has adopted a policy essentially consistent with the Arizona State board of Education educational standards.

The Iowa Test results have very limited value in assessing the Ganado Primary School educational program, or other districts, which focus totally on whole-language skills.

FIRST GRADE RESULTS

YEAR	READING	LANGUAGE	WORK-STUDY	MATH	COMPOSITE
86	31.0	35.1	30.4	35.7	32.7
87	32.2	36.7	31.0	38.5	33.5
88	28.9	35.0	26.3	35.0	27.4
89	31.8	34.0	30.2	34.9	30.7 (NEW TEST)
90	34.5	39.9	38.0	36.0	33.5

SECOND GRADE RESULTS

YEAR	READING	LANGUAGE	WORK-STUDY	MATH	COMPOSITE
86	34.8	41.2	36.5	32.0	31.3
87	32.2	36.3	38.6	37.6	33.1
88	30.4	35.7	34.5	35.2	27.4
89	25.1	31.5	23.6	34.3	22.9 (NEW TEST)
90	24.8	31.5	22.1	36.9	22.6
91	26.5	34.0	25.9	36.3	25.1

Evaluation Summary

SECOND GRADE BY CLASS 1991

YR	READ		LANG	WORK	MATH
COMPOSITE					
a	31.9	46.3	35.9	47.0	34.0
b	40.9	53.9	51.0	51.0	49.1
c	13.8	19.6	14.6	21.3	11.0 SPECIAL POP
d	36.5	37.9	44.1	59.1	44.8
e	14.0	13.1	8.5	15.7	6.9 SPECIAL POP
f	24.5	32.1	23.4	42.6	20.0
g	27.2	41.6	26.5	35.3	26.2
h	20.7	24.6	7.8	16.5	8.6

IOWA SUBTEST ANALYSIS BY VARIABLES
FIRST GRADE 1 9 8 9

The following results indicate the May 1989 Iowa Test of Basic Skills Normal Curve Equivalent (NCE) averages of students at the end of first grade. The results indicate the following groups of students: those students who (1) did not attend Ganado Primary School in their kindergarten year BUT have not been identified for counseling assistance; (2) did not attend Ganado Primary School in their kindergarten year AND have been identified as needing counseling assistance; (3) did attend Ganado Primary School in their kindergarten AND have been identified as needing counseling assistance; (4) did attend Ganado Primary School during their kindergarten year BUT have not been identified as needing counseling assistance; (5) have parents who pay full-price for their meals. STUDENTS IDENTIFIED AS NEEDING SPECIAL EDUCATION WERE NOT INCLUDED.

		READ	LANG	MATH
(1) NO KINDERGARTEN NO COUNSELING	AVG	27.4	30.7	32.8
	N	23	22	23
(2) NO KINDERGARTEN BUT COUNSELING	AVG	32.8	30.7	29.8
	N	8	9	9
(3) KINDERGARTEN AND COUNSELING	AVG	29.3	27.9	30.2
	N	16	15	16
(4) KINDERGARTEN NO COUNSELING	AVG	32.6	36.2	39.8
	N	51	49	53
(5) PAY DULL PRICE: 7 OF 9 ATTENDED KINDERGARTEN	AVG	49.4	54.4	51.8
	N	9	9	9

IOWA SUBTEST ANALYSIS BY VARIABLES
SECOND GRADE 1 9 8 9

The following results indicate the May 1989 Iowa Test of Basic Skills Normal Curve Equivalent (NCE) averages of students at the end of second grade. The results indicate the following groups of students: those students who (1) did not attend Ganado Primary School in their kindergarten year and/or first grade BUT have not been identified for counseling assistant; (2) did not attend Ganado Primary School in their kindergarten and/or first grade years AND have been identified as needing counseling assistance; (3) did attend Ganado Primary School in their kindergarten and first grade years AND have been identified as needing counseling assistance; (4) did attend Ganado Primary School during their kindergarten and first grade years BUT have not been identified as needing counseling assistance; (5) have parents who pay full-price for their meals. STUDENTS IDENTIFIED AS NEEDING SPECIAL EDUCATION WERE NOT INCLUDED.

	READ	LANGMATH	LEP	
(1) NO KINDERGARTEN AND/OR FIRST GRADE NO COUNSELING AVG	28.6	35.9	39.4	
N	48	46	47	5
(2) NO KINDERGARTEN AND/OR FIRST GRADE BUT COUNSELING AVG	20.1	26.4	21.2	1
(3) KINDERGARTEN AND FIRST GRADE AND COUNSELING AVG	17.1	22.1	25.9	11
(4) KINDERGARTEN AND FIRST GRADE NO COUNSELING AVG	28.0	33.9	38.5	22
(5) PAY FULL PRICE; 5 OF 11 ATTENDED BOTH YEARS AVG	43.4	47.5	43.2	
N	11	11	11	

IOWA SUBTEST ANALYSIS
BY PARENT EMPLOYMENT
SECOND GRADE 1 9 8 9

The following results indicate the distribution of May 1989 Iowa Test of Basic Skills subtest as stated in Normal Curve Equivalent (NCE) scores for those students scoring above the 45th NCE on each subtests. On the chart below, the number of students who scored at or above the 45th NCE are compared to the number of parents working in the household.

NUMBER OF PARENTS WORKING IN HOUSEHOLD

	BOTH PARENTS	MOTHER	FATHER	MOTHER SINGLE	UNEMPLOYED
READING	11	2	3	2	0
LANGUAGE	18	4	1	2	1
MATH	14	7	4	2	1

READING: Gates MacGinitie
(revised June 3, 1994)

Observing the norming periods during the fall and spring of each school year, the first and second grade classroom teachers administer the Gates MacGinitie Reading Test. An examination of first and second grade student scores between the Spring 1991 total reading subtest results of the Iowa Test of Basic Skills and the spring 1991 total reading results on the Gates MacGinitie Reading Test demonstrated a .86 correlation.

The following represents the average Normal Curve Equivalent (NCE) score for all students taking the Gates MacGinitie Reading Test during the indicated assessment period.

FIRST GRADE RESULTS			SECOND GRADE RESULTS		
YEAR	FALL	SPRING	YEAR	FALL	SPRING
1990-91	34.1		1990-91	31.3	23.4
1991-92	36.9	28.3	1991-92	22.8	22.4
1992-93	35.4	35.1	1992-93	22.7	19.5
1993-94	31.1	32.3*	1993-94	27.8	30.0*

* Comprehension Subtest

The following represents the distribution of NCE scores in Percent of the Total for all students taking the Gates MacGinitie Reading Test during the indicated assessment period.

FIRST GRADE

	1990 FALL	1991 SPR	1991 FALL	1992 SPR	1992 FALL	1993 SPR	1993 FALL	1994 SPR
1-10	8.6		7.6	11.3	11.5	10.6	13.3	9.3
11-20	13.2		9.7	30.8	16.4	11.4	17.0	22.5
21-30	26.5		18.8	15.0	14.8	10.6	22.2	18.5
31-40	23.8		24.3	23.3	18.9	37.4	21.5	14.6
41-50	11.9		20.8	6.0	12.3	14.6	10.4	17.9
51-60	3.3		8.3	7.5	15.6	7.3	8.1	10.6
61-70	7.9		5.6	4.5	8.2	5.7	7.4	5.3
71-80	1.3		3.5	0.8	0.8	0.8	.0	.7
81-90	2.0		1.4	0.8	1.6	0.8	.0	.7
91-99	1.3		0.0	0.0	0.0	0.8	.0	.0

Evaluation Summary

SECOND GRADE

	1990 FALL	1991 SPR	1991 FALL	1992 SPR	1992 FALL	1993 SPR	1993 FALL	1994 SPG
1-10	19.7	29.5	26.1	27.8	31.7	35.8	19.2	11.9
11-20	10.9	27.3	21.8	25.8	25.2	22.6	16.8	21.6
21-30	20.4	12.2	21.8	18.5	18.7	19.7	24.0	22.4
31-40	16.8	15.8	16.9	11.9	11.5	10.2	18.4	14.9
41-50	14.6	5.8	5.6	8.6	7.9	7.3	11.2	18.7
51-60	8.8	5.0	4.9	3.3	2.2	1.5	4.8	4.5
61-70	6.6	1.4	2.8	4.0	1.4	1.5	4.8	3.7
71-80	1.5	0.7	0.0	0.0	0.7	1.5	.8	.7
81-90	0.7	2.2	0.0	0.0	0.7	0.0	0.0	1.5
91-99	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Evaluation Summary

AT-HOME READING PROGRAM
(revised June 7, 1994)

During the past four (4) years, the school staff has established the implementation as a goal for each classroom. While all classrooms still have not reported results at the end of the year due to failure to keep track of results or because of counting minutes instead of books, there has been a dramatic increase in the number of books read at-home this year. This also reflects the increase of home support and therefore parent involvement which is being generated.

Books Being Read By Students or To Students

	1991		1992		1993		1994	
	TOTAL	AV	TOTAL	AV	TOTAL	AV	TOTAL	AV
KINDERGARTEN	3670	32.8	6221	69.9	7540	71.1		
FIRST GRADE	4167	32.3	5582	63.4	6565	93.8		
SECOND GRADE	7628	55.7	8137	98.0	11107	99.1		
SPECIAL PROJECTS	NA		8289	73.4	6340	59.3		
TOTAL SCHOOL	15,465		28,229	75.7	31,552	82.0	39,074*	101

*missing two classrooms

Evaluation Summary

Collaborative Literacy Intervention Project

Beginning in the 1992-1993 school year, eleven teachers became trained in CLIP intervention procedures. During the 1993-1994 school year, 10 additional primary teachers were trained. Initial analysis of student pre-post results indicate that intervention strategies are significant and long term.

	1992-1993		1993-1994	
	PRE	POST	PRE	POST
Symbol/Alphabet	47	54	36	52
Sound	9	23	10	22
Writing Vocab.	8	46	10	39
Sentence Dictation *FORM A	13*	34*	11	35
Concepts of Print	12	17	13	17
High Frequency Wrd.	13	68	9	62
Reading Level	2	12	3	14
Total Lessons	36		52	

First Grade Syudents
1993-1994
Pre Post Test Comparison

	N	Reading Pre test		Reading Post test
Chapter I Without CLIP	68	26.4	82	26.0
Chapter I With CLIP	36	24.8	38	29.9
Non Chapter I	26	54.4	27	54.3

One year Followup Comparison

Second Grade Students
1993-1994
Pre Test Scores

	N	Teacher Rating	Reading	Writing Comprehesion
Chapter I Without CLIP	100	2.26	22.2	1.69
Chapter I With CLIP	15	2.73	29.7	1.98
Non Chapter I	13	4.07	57.4	2.23

WRITING SAMPLE
(revised June 3, 1994)

During the Fall and Spring of each school year, the Ganado Unified School District #20 does complete a writing assessment of it first through twelve grade students. The samples are scored on a one to eight scale. The following are those results which have been made available to the schools.

	FIRST GRADE		SECOND GRADE	
	FALL	SPR	FALL	SPRING
1988-89		1.0		1.9
1989-90	0.64	1.48	1.5	
1990-91	0.72	1.33	1.54	2.08
1991-92	0.55	1.52	1.51	2.05
1992-93	0.58	1.44	1.26	2.03
1993-94	0.89	1.32	1.79	2.11

DISTRIBUTION OF SCORES IN PERCENTAGES

FIRST GRADE

YEAR	ZERO	0.5	1.0	1.5	2.0	2.5+
1990-1991						
PRE	22.8	27.2	38.2	5.9	5.9	0.0
POST	9.9	7.9	30.3	21.7	23.0	7.0
1991-1992						
PRE	33.8	33.1	24.1	7.5	0.8	0.8
POST	8.2	7.5	22.4	32.0	15.6	14.3
1992-1993						
PRE	33.3	29.9	27.9	8.5	0.9	0.0
POST	1.6	4.0	35.2	32.8	17.2	9.0
1993-1994						
PRE	18.4	21.7	30.4	19.6	8.7	1.1
POST	4.6	3.3	43.3	26.7	20.0	2.0

Evaluation Summary

SECOND GRADE

YEAR	ZERO	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0+
1990-1991									
PRE	2.3	4.7	31.3	23.4	27.3	7.8	1.6	0.8	0.8
POST	1.4	0.7	8.6	20.1	30.9	22.3	9.4	5.8	0.7
1991-1992									
PRE	.7	3.5	32.9	33.6	20.9	3.5	4.2	0.7	0.0
POST	1.3	0.0	10.3	18.1	39.4	18.1	9.7	1.3	1.9
1992-1993									
PRE	7.3	5.8	42.3	25.5	15.3	2.9	0.7	0.0	0.0
POST	0.0	0.0	10.6	22.7	31.2	22.7	10.6	2.1	0.0
1993-1994									
PRE	3.2	1.6	11.2	27.2	38.4	14.4	2.4	1.6	0.0
POST	0.0	0.0	7.5	19.7	35.6	21.2	14.4	0.8	0.8

PART II: PARENTS

CHAPTER POPULATIONS

According the the U. S. national population census for the year indicated, the following is the distribution of persons within each of the chapter areas served by Ganado Public Schools:

1990

Chapter	Navajo	Non-Navajo
Ganado	2472	137
Steamboat	1468	12
Kinlichee	547	3
Klagetoh	760	13
Cornfields	1305	15
Totals	6552	180

Evaluation Summary

NEW ENROLLEE PARENT SURVEY (revised: September 9, 1993)

In order to better understand our students, we asked that parents of newly enrolling students help us learn more about the homes from which our children come. While not every parent responded to each question, 105 parents responded to the questionnaire in 1988, 97 in 1989, 146 in 1990, 140 in 1991 and 164 in 1993. Averages are rounded up.

HOME COMMUNITY:

88	89	90	91	92	93	
32%	33%	40%	31%	24%	33%	Ganado
10%	12%	9%	15%	8%	10%	Klagetoh
20%	13%	12%	13%	17%	12%	Kinliche
11%	18%	20%	22%	27%	20%	Steamboat
10%	11%	11%	11%	13%	14%	Cornfields
16%	14%	8%	8%	10%	11%	None of these

Home Language:

88	89	90	91	92	93	
4%	4%	7%	7.5%	11%	4%	Mostly Navajo
47%	36%	45%	48.5%	37%	31%	Mostly English
49%	60%	48%	44%	52%	63%	Both Nav and Eng
					4%	Other

FAMILY MAKE UP (This child lives with):

88	89	90	91	92	93	
70%	68%	67%	65%	60%	63%	Both PARENTS
23%	22%	26%	19%	34%	31%	Only mother
3%	4%	2%	3%	1%	2%	Only father
5%	5%	5%	8%	4%	4%	Guardian
			5%			other

PARENTS AGE:

	FATHER						MOTHER					
	88	89	90	91	92	93	88	89	90	91	92	93
20-29	29	43	19	32	31	29	44	50	43	48	43	40
30-39	48	39	53	50	48	49	46	44	47	46	45	49
40-49	19	17	23	18	18	17	11	6	10	6	11	10
50-59	3	1	4	2	4	4						1
60 +	1		1									

Evaluation Summary

LEVEL OF FORMAL EDUCATION:

	FATHER						MOTHER					
SCHOOLING	88	89	90	91	92	93	88	89	90	91	92	93
None	4	3	1	0	2	1	1	1	0	0	1	1
below 8th	3	1	1	1	3	2	6	0	4	1	0	3
8th to 11th	18	25	23	19	20	18	20	33	25	18	21	15
high school	38	32	32	38	34	38	26	24	24	25	28	32
GED	2	8	1	2	5	8	8	5	5	9	9	9
Some College	19	15	30	29	22	19	21	24	29	34	29	24
AA or AS	4	6	3	4	6	9	10	10	6	8	6	10
BA or BS	7	3	4	4	3	2	4	1	5	4	4	4
MA or above	4	6	5	4	5	3	3	1	2	2	3	3

OCCUPATION (people who work full-time out of the home):

	88	89	90	91	92	93
Father:	59%	52%	80%*	75%**	53%	51%
Mother:	43%	57%	63%*	49%	48%	41%

* only 69 of 91 fathers reported only 72 of 117 mothers.
** 74 of 140 did not answer this question

HOME our home has:

1988	1989	1990	1991	1992	1993	
68%	67%	69%	79%	81%	80%	a television
46%	50%	53%	67%	70%	75%	a VCR
66%	66%	67%	76%	82%	80%	electricity
66%	54%	64%	62%	71%	62%	running water

TRANSPORTATION (at home we have our own):

	1988	1989	1990	1991	1992	1993
YES:	82%	92%	89%	87%	89%	90%

EDUCATION OF CHILD:	1988	1989	1990	1991	1992	1993
Preschool (full year):	73%	52%	62%	61%	58%	57%
Preschool (some):	6%	16%	15%	12%	10%	8%
No Preschool:	21%	32%	23%	28%	32%	35%

Evaluation Summary

WHICH PRESCHOOL (actual student count not percent):

	89	90	91	92		89	90	91	92
Ganado:	25	33	28	33	Kinlichee:	10	10	09	10
Cornfields:	05	12	08	13	Klagetoh:	03	08	09	07
Greasewood:	02	05	**	05	Other:	**	12	22	08
Steamboat:	09	05	**	03	Nazlini:	02	00	**	03

CHILDREN: NUMBER OF CHILDREN IN HOUSEHOLD

	1988	1989	1990	1991	1992	1993
1.	11%	19%	20%	11%	8%	?
2.	26%	24%	17%	14%	19%	
3.	24%	29%	27%	27%	26%	
4.	20%	18%	19%	23%	25%	
5.	10%	1%	7%	15%	10%	
6.	6%	3%	1%	3%	7%	
7.	1%	3%	5%	6%	3%	
8.	2%	0%	1%	0%	1%	
9.	0%	2%	2%	1%	-	
10.	-	-	1%	1%	-	

PARTICIPATION
(revised June 8, 1993)

Parents participation within the school is most directly encouraged through the Rainbow Connection parent workshops which have been held monthly since December of 1985. Parent participation was highest during the 1988-89 school year when the school housed grades K-3 and nearly 600 students. In that year 112 parents attended sessions.

During the 1992-1993 school year 101 parents attended the limited 6 Rainbow Connection workshops.

YEAR	1	2	3	4	5	6	7	8	YEAR TOTAL
1985-86	33	9	3	9	0	0	0	0	48
1986-87	36	4	2	1	2	1	2	0	48
1987-88	79	6	16	3	2	4	2	0	112
1988-89	58	12	9	9	3	1	1	0	93
1989-90	66	24	9	3	1	0	0	0	103
1990-91	51	5	3	3	0	0	NA		62
1991-92									120
1992-93									101

Average Number of Parents Attending Workshop

1992-93	16.8				
1990-91	13.0	1989-90	19.75		
1988-89	10.33	1987-88	24.87	1986-87	10.5

PARENT PARTICIPATION IN SCHOOL ACTIVITIES

During the 1989-90 school year, the School Board established a goal that each student's parent be involved in four (4) annual school-based educational activities. At the Primary School, these activities included report card conferences 93 possible), open house activities (1 possible), and rainbow connection activities (8 possible). The following is a summary of those results:

YEAR	NUMBER OF TIMES INVOLVED	PERCENT INVOLVED
1989-90	ZERO	27.4%
	ONE	23.7%
	TWO	16.6%
	THREE	13.8%
	FOUR OR MORE	18.3%

Evaluation Summary

TEACHER PERCEPTION OF PARENTAL INVOLVEMENT
(revised February 1, 1994)

On each January 15th, all classroom teachers were asked to consider the support that they have received from each child's home during this school year and using a 1 (none) to 5 (excellent) scale. They were being asked for **their impression** of parental or household support and participation.

Items which could be considered were:
The quality of participation and support for their **at home reading program**, attendance at parent/teacher **report card conferences**, drop in **visits**, **responses** to teacher requests for contact, evidence of support in **homework activities**, attendance at **plays**, Rainbow Connection **workshops**, **open houses**, etc. They following were the data receive from each grade displayed in percentage of parents at each level.

KINDERGARTEN

	1991	**1992**	**1993**	**1994**
1	10.0%	13.0%	18.1%	10.0%
2	26.7%	25.0%	25.4%	24.0%
3	26.7%	27.8%	26.1%	25.0%
4	23.3%	20.4%	18.8%	21.2%
5	13.3%	13.9%	11.6%	19.8%

FIRST GRADE

	1991	**1992**	**1993**	**1994**
1	12.5%	12.5%	5.2%	7.0%
2	30.1%	25.8%	25 %	22.0%
3	24.3%	26.6%	31.9%	31.2%
4	16.9%	16.4%	22.4%	18.5%
5	16.2%	18.8%	15.5%	21.3%

SECOND GRADE

	1991	**1992**	**1993**	**1994**
1	22.4%	6.8%	20 %	10.5%
2	24.3%	31.3%	17 %	19.5%
3	23.0%	27.2%	20 %	24.1%
4	15.1%	19.7%	25.2%	26.4%
5	15.1%	15.0%	17.8%	19.5%

Open House Attendance (October date)

YEAR	Students represented	Percent
1993	264 of 448	59.0%
1992		57.0%
1991		49.0%

SURVEYS
(revised 10/10/92)

Parent surveys have been conducted by the Primary School four times during the last six years. Parent survey occurred on October of each year noted. The surveys were completed by those parents who attended open house activities. Since the results were static during the first two years, it was decided to conduct surveys every two years in the future.

The 1988 results differ from previous results in that the school only houses grades K-2 (400 students) rather than K-3 (582 students in October 1987) as in years previous. Therefore, the high number of result themselves are significant. The 1990 results indicate that parents continue to be extremely supportive and generally more supportive of the school then parents in the general population as indicated in recent national Gallup polls.

PARENT SURVEY SUMMARY
The Glad Project

	1985	1986	1988	1990	1992
# OF SURVEYS	164	142	169	145	135

School Performance (If the parents could give the school as a whole a letter grade for their performance, how would they rate the school?).

A	41%	44%	45%	55.2%	50.2%
B	36%	44%	42%	32.1%	37.8%
C	12%	11%	4%	3.7%	9.4%
D				.7%	
Don't Know	10%	0%	9%	8.2%	2.4%

Curriculum (If parents could give the school a letter grade for the curriculum as a whole, how would they rate the school's curriculum as a whole?).

A	31%	37%	43%	53.5%	43.0%
B	50%	38%	41%	32.6%	43.0%
C	13%	13%	11%	6.3%	8.1%
D	0%	2%	1%	0	0
Don't Know	6%	11%	4%	7.6%	5.2%

Evaluation Summary

Most Important Subjects: Rank Order of most frequent response
Parents were asked to look at a set of subject names and to pick the eight which they felt were the most important subject to be taught in the Primary School.

	1985	1986	1988	1990	1992
Math	2	3	1	2	1
English	1	1	1	1	2
Reading	4	2	4	3	3
Spelling	3	4	3	4	4
Computers	5	6	6	5	5
Writing	6	5	5	7	6
Navajo Culture					7
Navajo Language					8
Handwriting	7	7	10	9	9
Science	7	10	8	6	10
Social Studies	9	8	7	11	11
Health					12
P.E.	11	8	9	13	13
Music					14
Art					15

Suppose you could choose your child's teacher... what would you look for? (Number of actual votes on open-ended scale).

	1985	1986	1988	1990	1992
Understanding/Patient	25	18	28	28	28
Approach to Education	18	02	08	17	6
Education/Preparation	17	17	14	26	14
Personality/Friendliness	15	17	33	25	21
Caring/Concern/kind	07	11	15	10	08
Firmness	07	**	13	10	04
Personal Standards	07	03	07	16	07
Ability to Teach	06	**	08	09	03
Creativity	**	02	08	04	04
Interest in/ Listens to children	**	**	07	12	05
Likes/Loves children	**	**	09	20	10
Knows abilities/Individualizes	**	**	12	10	07
Experience	12	**	06	08	07
Attitude (Enjoys Job) /Motivated	**	**	**	05	14
Receptive/Communicates with Parents	**	**	**	05	14
Values/Respects local Culture	**	**	**	07	01
Speaks Navajo	**	**	**	02	02
Intelligent	**	**	**	**	03

** = NOT SURE, MAY HAVE BEEN COMBINED WITH ANOTHER CATEGORY

PART III : STAFF

ATTENDANCE

According to the " National Survey of Staff Absenteeism" teachers in very small systems (300 to 2,499 students) were absent 6.5 days per year, while support staff in the same type of system generally missed 4.7 days annually. When compared to this data released by the Educational Research Service, Inc., teachers at Ganado Primary School appeared to be above the average for the 1992-93 school year with an average of 6.8 days absent. The average of classified staff (8.9 days absent) is almost double the natuional average and appears to have risen when comparing local and the national standard this year.

When compared to previous years, the attendance level for certified staff has remained high 96.222. The attendance level for the classified staff 95.1% increased.

CERTIFIED STAFF

YEAR	N	TOTAL HOURS MISSED	AVERAGE HOURS MISSED	AVERAGE DAYS MISSED	LENGTH OF CONTRACT YEAR
84-85	30	1,716.50	57.22	7.15	180
85-86	38	2,046.75	53.86	6.73	180
86-87	35	1,860.25	53.15	6.64	180
87-88	36	1,924.50	53.45	6.68	180
88-89	34	2,045.5	60.16	7.52	180
89-90	33	1,822.75	55.23	6.90	180
90-91	31	2,001.75	64.57	8.07	180
91-92	34	2,114	62.176	7.77	180
92-93	33	1,794	54.36	6.80	180

CLASSIFIED STAFF

YEAR	N	TOTAL HOURS MISSED	AVERAGE HOURS MISSED	AVERAGE DAYS MISSED	LENGTH OF CONTRACT YEAR
84-85	23	1,669	72.57	9.07	180
85-86	20	1,420.25	71.01	8.88	180
86-87	13	1,108.25	85.25	10.65	180
87-88	12	911.25	75.94	9.49	180
88-89	19	1,445.25	76.07	9.50	180
89-90	16	949.75	59.36	7.41	180
90-91	16	1,134.5	70.91	8.86	180
91-92	12	811.8	67.646	8.46	180
92-93	13	927	71.33	8.9	180

BEST COPY AVAILABLE

STAFF DEVELOPMENT
(revised June 8, 1993)

PROFESSIONAL LEAVE

During the 1992-1993 school year. The average certified staff members was documented has having received 24.8 hours of release time for professional activities. Generally, these hours are to attend professional meeting away from the school. This compares to 3.1 days for this year. This documented leave ranges from four persons recording no hours to a high of 89 hours.

YEAR	N	LOW	HIGH	TOTAL HOURS	AVERAGE HOURS	AVERAGE DAYS
1990-1991	31	0	115	1,314.25	42.4	5.3
1991-1992	34	0	104	1,023.50	30.1	3.8
1992-1993	33	0	89	817	24.8	3.1

THEORETICAL ORIENTATION TO READING PROFILE (TORP):
As a indicator of Teacher Practice

In January of 1989, each staff certified staff member was asked to complete the TORP (DeFord, 1978). As a result, the respondents rated the 28 statements in the instrument which all related to the teaching of reading and the response results in a score which was a general indicator of the respondents theoretical orientation to reading. Before each staff members TORP responses were scored, a team made up of the Principal and the Instructional Resource Teacher gave each teacher a holistic rating of 1 (traditional) to 4 (holistic) based on actual classroom reading instructional practices as observed in the teacher's classroom. Teachers who were perceived as taking risks in terms of reading innovations within their classroom were also given a M (moving) rating.

Each teacher's TORP self-rating was then placed in a quartile according to the teacher's score in relation to the rest of the staff. This information was summarized on a graph in relation to the team's holistic score and the following resulted:

	TEACHER'S TORP RATING			
	1st Quartile	2nd Quartile	3rd Quartile	4th Quartile
1	3			
1M	1	1		
2	4	1		
2M		5	1	1
3		1	4	
3M				2
4				4
4M			2	1

As a result of the correlation between a teacher's orientation to reading practices and actual classroom practice, we feel that the TORP has merit in continued use and as a projective interview device.

THE DeFORD THEORETICAL ORIENTATION TO READING PROFILE (TORP)

ITEM ANALYSIS January 1989

Percent Agreeing, Strongly Agreeing, or Neutral

Fifty Percent but less than 75% of Staff Sharing This Orientation:

2. An increase in reading errors is usually related to a decrease in comprehension.
3. Dividing words into syllables according to rules is a helpful instructional practice for reading new words.
4. Fluency and expression are necessary components of reading that indicate good comprehension.
6. When children do not know a word, they should be instructed to sound out its parts.
7. It is a not good practice to allow children to edit what is written into their own dialect when learning to read.
8. The use of a glossary or dictionary is necessary in determining the meaning and pronunciation of new words.
9. Reversals (e.g., saying "saw" for "was") are significant problems in the teaching of reading.
16. Young readers need to be introduced to the root form of words (run, look) before they are asked to read inflected forms (running, longest).
17. It is necessary for a child to know the letters of the alphabet in order to learn to read.
18. Flash card drill with sight words is a necessary form of practice in reading instruction.
21. Formal instruction in reading is necessary to insure the adequate development of all skills used in reading.
24. Word shapes (word configuration, b i g) should be taught in reading to aid in word recognition.
27. It is not necessary to introduce new works before they appear int he reading text.
28. Some problems in reading are caused by readers dropping the inflectional endings from words (e.g., jumps, jumped).

Evaluation Summary

UNIVERSITY COURSE WORK
(revised June 8, 1993)

During each of the years of the school improvement project indicated below, the staff have been offered an opportunity to continue to grow professionally through university course work offered on campus. The following is a summary of courses offered, academic concentration of the course work, the number of staff who participated in the course work and the percent of staff that returned at the end of that school year. The results indicate that course work is desired and that those trained generally return to the school district during the next year.

YEAR	NUMBER OF COURSES	AREA	STAFF SIZE	TOOK COURSES	RETURNED NEXT YEAR
1985-86	3	READING	36	32	89.0%
1986-87	2	READING	35	28	85.7%
1987-88	2	ESL	38	29	86.2%

During the 1988-89 school year,the staff development process at the primary school took a different direction. As it became increasing difficult to meet the varied needs of staff, only one course was brought on campus and teachers were given the option to take courses from wider variety of institutions. Teacher Compensation, as well as ESL funding both administered through the curriculum office, also became available and therefore less demand on local school funding became necessary. A decision was made to rely most heavily on the Teacher Compensation Funding, ESL and Chapter I funding and to discontinue local school funding of staff training.

Beginning with the 1990-1991 school year, teacher compensation funding was no longer available and the staff had to rely most heavily on Title VII, and ESL funding. In 1992-1993 Chapter I funding began being used to facilitate Collaborative Literacy Intervention Project (CLIP) training and course.

YEAR	AREA	STAFF SIZE	TOOK COURSES	RETURNED NEXT YEAR
1988-89	ESL/BIL	33	23	87.0%
1989-90	RDG/ESL/BIL	33	9	100.%
1990-91	RDG/ESL/BIL	32	16	93.8%
1992-93	ESL	33	13	92.3%
	(CLIP)READING		**11**	**90.9%**

STAFF TURNOVER
(revised September 10, 1993)

In studies conducted at the Primary School in September, teachers were asked to respond to a questionnaire regarding the number of years that they had taught in Ganado. Results indicated that the average teacher had taught 6.4 years in Ganado. Further inspection of the data indicated that the Navajo teachers had taught here an average of 6.9 years. Navajo teachers now comprise 52.9% of the certified teaching staff.

Total lifetime teaching experience of all teachers in the survey indicated that the average teacher has taught 11.2 years, with Navajo teachers averaging 10.4 years and non-Navajo teachers teaching 12.0 years. FIFTEEN of the 34 staff members have only taught in the Ganado system.

YEAR	N/NAV	NAVAJO TCHG/GANADO	NON-NAVAJO TCHG/GANADO	TOTAL GROUP TCHG/GANADO
87-88	35/12	11.1 6.8	8.4 4.3	9.4 5.2
88-89	33/11	12.2 8.6	11.2 5.2	11.5 6.3
89-90	32/11	14.2 9.5	11.8 6.2	12.6 7.3
90-91	31/12	12.6 7.0	12.8 7.1	12.7 7.0
91-92	34/13	12.2 7.0	13.2 7.0	12.8 7.0
92-93	33/17	10.2 6.3	12.3 6.2	11.2 6.2
93-94	34/18	10.4 6.9	12.0 5.9	11.2 6.4

ESL AND BILINGUAL ENDORSEMENTS
(revised June 8, 1994)

The primary school and the district strongly encourage all teaching staff to hold either a bilingual or a English as a Second language Endorsement. Twenty-six teachers held endorsements during the last school year, an increase from the previous year.

YEAR	NUMBER OF TEACHERS WITH ENDORSEMENTS
1989-90	12
1990-91	20
1991-92	16
1992-93	25
1993-94	26

NCA

Commission on Schools

North Central Association
of Colleges and Schools

Executive Director

Kenneth F. Gose
North Central Association
Arizona State University
Tempe, Arizona 85287-3011

Toll Free 800/525-9517
Arizona 602/965-8700
FAX 602/965-9423

April 1994

To the Administrative Head of **Ganado Primary School:**

Accreditation Without Warning

We are pleased to inform you that your school has been accredited for the 1993-1994 school year. This action was taken at the business meeting of the North Central Association of Colleges and Schools/Commission on Schools held in Chicago on March 30 1994 On behalf of the schools holding membership in the Association, we extend congratulations to the school, its staff, and its community.

During the review of the school's report and supplementary information, no violations of standards were noted. The school is to be commended for its efforts in providing for its students a quality program of education.

The school will want to display in a conspicuous place its certificate of membership in the North Central Association so that students, teachers, and members of the community may be informed about the recognition and honor the school has earned.

Sincerely,

Rosalind J. Howe

State Director

Associate State Director

ONE-YEAR IMPLEMENTATION REPORT

Standard XI: EVALUATION (NCA Policies and Standards)

> Implementation: Within one year of receipt of the report of the evaluation team, the school shall develop and have on file with the State Office a school improvement plan based on the self-study and the report of the evaluation team.

This implementation report will be reviewed by the State Office and utilized as reference when the three-year report is received. Please include the following information in your report and return it with your plan for school improvment to:

Navajo North Central Association
P.O. Box 2336
Window Rock, Arizona 86515

SCHOOL Ganado Primary School

ADDRESS P.O. Box 1757, Ganado, AZ 86505

PRINCIPAL [signature] Date 12/10/93

DATE OF LAST TEAM VISIT (MONTH/YEAR) Nov. 2-4, 1992

TEAM CHAIR [signature] 12/10/93

1. To what extent have you involved your administration, faculty, board of education, students, and community in the dissemination of the materials contained in the visitation team's written report?

2. What organized procedures were utilized to allow administration, faculty, board of education, students, and community to respond to the recommendations contained in the visitation team's written report?

3. Describe the organized procedure your school is utilizing for considering and implementing the findings within the self-study and the visiting team report.

4. List three to five of the most important recommendations that will be implemented within three years of the visitation.

5. List three to five of the most important recommendations which have already been implemented.

6. Is there a systematic way of communicating to the staff the changes/improvements that have been or will be made based on the self-study and visiting team report? If so, please explain.

7. Give your assessment of the staff's reaction to the total school improvement/evaluation process.

8. In your professional opinion, to what degree have the NCA processes been of benefit to your total school program?

Ganado Primary School ONE YEAR IMPLEMENTATION REPORT

Responses to items 1-8 from report form

1. The self-study and visiting team's report has been shared with every possibly interested person within our school and school district. Three schools from the district (Primary, Intermediate, and Middle) had their visits at the same time, and all received their reports at about the same time. Over four months the School Board reviewed reports and heard a progress report from principals at every school board meeting.

2. After the report was reviewed and discussed by the building administrator and staff, district administrators and liaison personnel, members of the district Parent Advisory Committee and the school's Rainbow Connection, and with student input, the plans for improvement were updated and reprioritized. A copy of the result, the August 1993 document is attached.

3. In weekly (sometimes oftener) meetings among the staff of the school, plans and priorities are discussed and implemented for school improvement. These activities build upon the findings and recommendations contained in the self-study, the visiting team's report, and the School Improvement Plan.

4. Increased integration of Navajo culture into the total curricular plan of the school.

Continued implementation and refinement of the Ganado Learning Arts Development (GLAD) project.

Revise and integrate mathematics and science instruction more completely into the whole language model of the school.

Involve parents more actively in the education and language development of their children.

Expand the back-pack project and activities between school and home (to better communicate with parents, to let them see the work of children, and involve parents in helping children with their learning).

5. Eighteen parents are now part-time employees of the school as an outgrowth of the Rainbow Connection.

Improved literacy initiatives (and results) through the RIF and the CLIP projects.

Mathematics and science curriculum concerns are now being worked on.

6. The systematic process is that all teachers and other building staff are working weekly on improvements. Teachers (indeed everyone at the school, including students) are empowered. No one is waiting around for someone else to suggest or direct changes or improvements. Through shared reports and action changes are communicated.

7. At this school there is an enthusiasm for learning and an enthusiasm about learners (whether they be little people or big people) rarely found in a school setting. All seem to be involved in the evaluation/improvement process.

8. At this school improvements would have occurred without the NCA processes. NCA procedures probably only enhance and publicize what is already occurring.

Eddie E. Sage

Donna H. Muri

Primary School IRT

1993-94

End of the Year Report

Donna H. Muri, Primary
IRT Report

CURRICULUM/STUDENT ACHIEVEMENT

ANNUAL GOAL #1 - A(INSTRUCTION)
Ganado Unified School District No. 20 will improve student literacy, mathematics, and science achievement.

September 1993-1.1.1 Literacy activities continue to be integrated throughout the curriculum. Greater Arizona Puppet Theatre gave three shows to stimulate oral language development with the use of puppets. Classroom puppet shows followed.
1.1.5 Classrooms continue to use Wee Deliver as a means of communicating and building writing and reading skills. Parents wrote to children during Primary School Open House.
1.1.9 Student newspaper "Little Stinger Pride" is being sponsored by computer personnel.
1.1.10 Student TV show "We've Got The Answers" is producing it's first show on Lions, due out on October 14, 1993.
1.3.1 Math samples are arriving for classroom trial basis.
1.4.3 Resource staff are investigating and ordering materials based upon teacher request within the areas of math and science.

October 1993- 1.1.1 The Arizona Commission of the Arts Quilt Exhibit was featured at the Primary School during the month of October. The quilt show complimented the ASAP requirements in the areas of math, patterns, shapes, and in the areas of reading and writing poetry. Teachers took the opportunity to develop integrated themes surrounding the topic of "quilts". Also during this time, the Primary School employed the services of Japanese artist, Hiroaki Kawajiri, who integrated the art of Oragami with the study of shapes.

In celebration of Halloween computer personel put on a haunted house, the PE teacher ran a Halloween obstacle course, the Librarian became dracula and the Resource Teacher read scary stories to twelve classrooms.

The entire Primary School went to Window Rock to view the play, "Beauty and The Beast".
1.1.8 New teachers took part in a Literacy Plus work-shop on October 26, 1993. On October 27, the Literacy Plus representative spent the day working with eight individual teachers within the classroom.
1.1.10 The student news show, "We've Got The Answers" produced it's second show, "Focus On Quilts".

November 1.13 Primary school staff continues to research math programs for textbook adoption.

December 1.14 Under Title VII guidelines supplies and materials have been purchased in the areas of math

January and science for classroom use.

1.14.1

1.14.2 Backpacks have arrived and will be ready for checkout by mid February.

1.15

1.16 The culture teacher with help from the school nurse and school counselor have established primary school pow wow club which meets weekly and involves the other schools in the district and community members.

February I.Literacy 1.1.1-1.1.9 The Ganado Primary School south cluster and IRT are researching the integrated thematic instruction model of Susan Kovalik and Assoc. South cluster teachers visited Mirada School and Aztec School in Phoenix area to see similar programs in action. The ITI model reflects Howard Gardner's quality school philosophies. ITI encourages self-discovery and self-evaluation in a non-coercive environment while integrating traditional subjects and creative opportunities in order to stimulate the vast intelligences each child may possess.

1.2.1 Discussion and plans are being made to acquire an additional Navajo language and culture teacher for the school year 94-95.

1.3 ESL strageties are not secular but are evidence of good teaching and should be integrated within all aspects of the curriculum K-12.

II. 1.13 The primary school math text book adoption committee continues to review programs. A decision will be made in March in order to begin purchasing complimentary supplies and materials while funds are still available.

1.14 Title VII take home backpacks are still being developed with appropriate at home activities.

March 1.2 Native American Awareness Week activities proved successful due to the efforts of Ms. Georgia Kirk and The Native American Cultural Activities Program. The suggestion has been made to promote such activities throughout the year not limited to one week.

1.3 ESL strageties are evident in ITI.

1.13 The Primary School has adopted D.C. Heath Connections K-2 program and also the Math Learning Centers K-2 Excursions program for their math textbook adoption. These programs were chosen for their relevency to integration, hands on activities and appropriateness to early childhood education. These programs also promote the Arizona Essential Skills.

March (cont'd)

1.14 The Title VII take home backpacks are out. Work is continuing on developing more.

1.22 Teachers are being trained in the scoring of ASAP test and will participate in a review session which will adjust the tests according to the rubric and clustered skill areas to what is being taught in the classroom.

April — 1.1 Integration is being investigated thoroughly by the South cluster. All aspects of the GLAD project are being utilized to reach the goals of complete integration.

May — 1.1 The staff of Ganado Primary through reading conversation and end of the year quality schools workshop is recognizing the need for change in adjusting the GLAD project and the curriculum to reflect quality goals and the use of quality tools. Many objectives are being met, however, we need to constantly be redefining what "quality" means to ourselves and our students. We also need to promote aspects of quality to others here within the district and throughout the community. The quest for quality needs to be nourished by the administration and all individuals actively pursuing a diverse yet relevant education to the students of Ganado.

April-May — 1.14 In the areas of Math and Science all stated objectives for this year were developed, initiated, and are being implemented continually. There was positive response from teachers, parents, and students toward the take-home backpacks. All science and math materials purchased received overwhelming use.

April-May — 1.22 ASAP test were completed. Twelve teachers are currently studying all ASAP forms and restructuring them where applicable to compliment what is happening in the classrooms. They will be inservicing teachers in August about the changes and methods to be practiced in using forms B & C as tools as well as a means of assessment. It would be the desire of the IRT for the district to investigate varied assessments which would address multiple intelligences.

PARENT/COMMUNITY PARTICIPATION

ANNUAL GOAL #2

Ganado Unified School District No. 20 will increase parent educatiion activities in order to develop a greater understanding of school and children.

September 1993 - 2.1.1

2.1.2 Eighteen Title VII parent helpers have been hired and are working within kingergarten and multi-leveled classrooms.

2.1.3 Parent helpers have attended three training sessions to date.

2.1.4 Two Rainbow Connection Parent workshop have been held to date.
- September 93 - "Puppets
- October 93 - "Bridging Cultures"-Japanese cooking
- September 29-Primary School fall open house.

October 1993 - 2.1.3 Parent helpers have attended eight training sesssions to date focusing on teaching skills in reading and language development. Four parent helpers have attended off-site workshop.

Gloria Johns from the Ford Foundation spoke with parent helpers and assistants about obtaining certification.

2.1.4 The Ganado Council of the Arts met to plan fall and holiday activities. Next meeting scheduled for November 16, 1993.

November
December
January — 2.1.1 Parent assistant classroom helpers are continuing to develop parenting and educational skills through school meetings, workshops, and NCC classes.

2.5 Quality team continues to investigate and support components of a quality school and a quality teacher. As a part of quality education Ms. Garay attended the integrated curriculum workshop in Phoenix. Upon returning she has been actively promoting ITI within her cluster.

February — 2.1 Title VII parent helpers began an NPC class on preparing for substitute teaching.
Parent helpers also attended a two day workshop provided by Evelyn Begay on bilingual education. Two of our Title VII parent helpers attended the N.A.B.E. conference in Los Angeles.

2.5 The quality school concept was touched upon at the district's mid year retreat. Activities and proposed questions allowed participants to discuss, plan, and promote means of insuring that all employees, students, and parents live and learn in a supportive, caring environment.

2.7 The need has risen for a calendar to be made indicating federal programs deadlines.

March — 2.4 -2.5 The Quality Schools concepts and G.U.S.D Foundations of Learning philosophy are being promoted by acquiring professional books and videos for staff development and by sending district employees to quality schools seminars and ITI intensive workshops.

April-May — 2.1 All Title VII parent helpers attended a Language and Culture workshop in Chinle. Title VII parent helpers have had extensive opportunities to receive active parenting training participate in Rainbow Connection meetings and to

attend classes. Title VII parent helpers and their classroom teachers participated in the end of the year quality schools workshop. Comments made from attendees suggests that this was a needed and informative experience for them.
2.2 Parent helpers responded to increased awareness and facility with intervention strageties through a survey from Dr. Brutz.
2.4 A student assistence team is being formulated at each school under the guidance of the counselor.
2.5 Parent Day activities were attended by over 400 people. Sharon Begay, Terrell Piechowski, and Donna Muri were presenters from the Primary.
2.6 Federal programs whose goals and objectives reflect parental involvement should place responsibility upon parents to become actively involoved in their childrens education not from the standpoint of personal gratification (what will this do for me) but more from a genuine interest in raising educational standards of our community and therefore raising the expectations of what we want for our community from an educational, social, and economic perspective.
2.9 People are reluctant to volunteer without some form of compensation.

STAFF EDUCATION

PHILOSOPHICAL GOAL #3

To develop a strong staff development program which will facilitate staff skill, knowledge, and confidence which will enhance the working environment, and promote honest input and ownership in programming.

September 1993 - 3.1.1 Primary school staff continue to meet to discuss curriculum and educational related topics during breakfast meetings and luncheons.
3.1.2 Professional library selections continue to arrive.
3.1.5 Four primary school teachers attended the ESL 550 class as evidence of working towards their endorsements.
3.1.6 Four primary school teachers are currently taking a gifted class being offered on Monday nights here in Ganado.
3.1.7 Box It and Bag It and Literacy Plus workshops have been scheduled for October & November.
3.2.6 September 93 Primary school hosted the first district wide in-service on "Quality Schools".

October 1993 3.1.1 Primary school staff continue to meet to discuss curriculum and educational related topics

during breakfast meetings and luncheons.
3.2.2 Staff continues to meet for curriculum conversations and luncheon meetings. These meetings should strive to promote positive and congenial working relationships.
3.2.3 Buddy rooms are participating in shared activities.
3.2.4 Living Arts and support personnel treated themselves to a potluck luncheon while the school was visiting Window Rock.

November
December
January
3.8 Primary staff attended the district wide inservice on Box It and Bag It math. Living arts teachers attended the workshop with Kari Kling at Intermediate school on "Team Building".
3.9 Varied consultants have been approached to work with our staff in the areas of math and science and ITI.

February
3.1.1-3.1.4 Many professional books have been purchased relating to quality schools and integrated thematic instruction.
3.3 Teachers are encouraged to review articles, books, etc. and take risks to change classroom strageties in order to become effective teachers and learners.
3.8 February 3rd district-wide in-service allowed staff to participate in curriculum convérsations K-12. This gave all teachers opportunities to hear about successful events in other schools.

March
3.1 The GUSD Quality Team meets monthly to review quality happenings within the schools, to discuss the meaning of "quality" and to align the district goals and objectives with the quality concept.
3.5 Through discussions of the CMT, IRT, and Quality Schools meetings it is necessary that the budget continue to support the curriculum. The curriculum of each school should drive the budget, the budget should not drive the curriculum.

April
3.1 Four teachers attended the quality schools workshop in Flagstaff featuring Bob Hoglund, Center For Quality Education.

May
3.1 Bob Hoglund returned to the Primary in presenting to thirty five members of the staff quality tools and RT training. His presence has allowed for healthy conversations amongst and within clusters.

April
3.8 The district-wide inservice focused on the " Celebration of Being" honoring Mr. Albert Yazzie.

May
3.3 Professional books on the subjects of quality schools, ITI, multiple intelligences, alternative forms of assessment, cooperative learning and cooperative teaching have been purchased.
3.5 Financial resources are not being committed to reach the objectives of this goal. It is imperative to staff development which reflects the

desires of the district, that the priority for providing funds to keep educators abreast of current information be granted.

ASSESSMENT AND DATA

PHILOSOPHICAL GOAL #4

To develop systems to assess students, collect and use data to make appropriate and sound education decisions.

September 1993 4.1.1 Hard copy of student portfolio has been developed, ordered and is currently being printed.
4.1.2 Primary school is waiting for the computer server to be installed. Appropriate training will follow.
4.1.4 In support of ASAP the Arizona Commission of the Arts traveling exhibit "Focus on Quilts" is being brought to all schools and the community through the Resource/Fine Arts personnel.

October 1993 4.1.1 The portfolio has arrived and will be explained during the November staff meeting.
4.1.4 Teachers continue to discuss ASAP and it's adaptability to the Primary curriculum. Seventy per cent of Primary teachers are using ASAP as teaching tools in preparation for portfolio entries or the assessment instrument.

February 4.1-4.8 Assessment continues to be a controversy in relation to quality schools assessment is considered to be self-giving and self-initiating. This philosophy needs to be encouraged by students and staff alike.

March 4.2 The district should consider a K-12 reading assesssment that would satisfy state and federal requirements.
4.5 The district in accordance to quality theory and ITI should develop a tool which recognizes multiple intelligences which at this time are not being measured by ASAP, TAP, or any other assessment this district uses.

April-May 4.1 The use of ASAP and portfolio entries was initiated this year. It is hoped that portfolio entries will become a more valid form of assessment than the ASAP. It is also suggested that the Living Arts develop a portfolio which reflects the intelligences within each area.

October meetings attended:
- Two CMT's
- Two IRT's
- Two Textbook
- One cluster chair mtng.
- One Council of the Arts
- One staff
- One Living Arts

November
December
January

4.1.1 Teachers have received an introduction to the new computer system.

4.2 Discussions are taking place suggesting that the Primary School develop an assessment tool which compliments the curriculum yet reflects the requirements set forth by the Arizona State Essential skills.

4.8 The instructional resource office was responsible for completing the LEP report for the state as it applies to K-2 students.

November
December
January

Meetings and special events:
- One cluster chair meeting
- Two Council of the Arts meeting
- Book signing-Mr. Boloz
- Four textbook adoption meetings
- Four CMT meetings
- Three IRT meetings
- Two Living Arts meetings
- Five Quality Schools meetings
- One visitation from Jeddito

February

Meetings:
- Two Quality team meetings
- Three IRT meetings
- Two math committee meetings
- District wide in-service
- District wide retreat
- Two CMT meetings
- One Gifted meeting
- One ASAP meeting
- One staff
- One IIC meeting
- One Ganado Council of the Arts

Special events:
- Primary school art show
- Visitors from Jeddito
- Visitors from Canada

March

Meetings:
- One IRT meeting
- Three CMT meetings
- One Quality Schools meeting
- One Staff meeting
- One IIC meeting
- One Title VII Parent Helper meeting
- Two Key staff meetings
- Two In-house math textbook meetings
- One District textbook meeting
- Four Ganado Arts Council meetings

Special events:
- Arizona Commission of the Arts Kites display
- Visitors from Seba Dalkai
- PowWow Princess-Ms. Taylor
- Hantavirus presentation
- NAU writing consortioum-Greg Larkin
- Rainbow Connection

April

Meetings:
- Three IRT's
- Two CMT's
- One Quality Team meeting at Primary
- Professional Staff Development Planning Two days
- Dr. Brutz-Title VII meeting
- One Rainbow Connection
- District-wide Inservice
- One IIC
- One staff meeting

May

Meetings:
- Two IRT's
- Two Quality Team
- Two CMT meetings
- Two Teacher Helper meetings
- Morning Star concert
- Ganado Arts Festival
- Field Day
- One block and budget meeting
- Quality Schools inservice.

Mr. Boloz,

As a result of activities stemming from Bob Hoglund's "Quality Schools Quality Tools" workshop, we identified areas in need of improvement are:

1. Improved communications within the building, amongst clusters and between clusters including Living Arts.

Suggestions from staff members and supported by the IRT are not limited to but include:

a. Giving staff members a choice to where they want to work, shifting multi-level and success rooms into other clusters.

b. Not enough time for activities that focus on other aspects of life, besides GUSD, not school related. An opportunity to converse on a personal basis.

c. More opportunities to converse on a professional level. One staff member asked if "paid" dinner meetings could be arranged at Sage Cafe. Continue luncheon meetings making them opportunities for everyone to discuss. Continue curriculum conversation meetings.

Meetings after school were not welcomed because of people being tired or having other things to do.

Other conversations of importance throughout the workshop included:

1. More money for field trips.
2. Adjusting the lunch schedule to allow for more play time (recess).
3. Having first and second multi-level rooms - eliminating kindergarten from multi-level classrooms.
4. Incorporate cultural attributes within all areas.

Multi voting based on the affinity diagram and root cause activity indicate our areas in need of improvement are:

1. Commnication
2. Lack of time
3. Attitudes - lack of belonging
4. Unwillingness to change.

IRT suggestions for future considerations would be, to allow for change among personnel in clusters - even as an experiment for one year.

I still advocate a block schedule which allows time built into each week or month for conversation, internal staff development, and paperwork. (It's what you put into the hours that count not how many hours you put in).

ASAP as tools only - not assessments for 2nd grade - with the test grades being 4th, 8th, and 12th, not 3rd, 8th, and 12th.

Use of portfolios in all areas (Living Arts) or develop a video journal in the Living Arts.

Give Raven to all 2nd graders, Kndg. and 1st by teacher or parent recommendation.
"Gifted experience to all students, not just 2nd".
Non-graded K-2 teacher narratives only.
The use of an extra room to accomodate an exploratory math-science center.

Suggestions I have received from custodial include the purchasing of:

1. Wet-Dry Shop Vac - industrial
2. More dollies including taller ones and a desk dolly.
3. Outside blower - industrial.

Suggestions from Edith include:

The purchasing of a time clock for all teacher assistants and helpers so that there would be less conflict about hours - and written time ins and time outs, to be placed in Resource office. Sign in sheets to be placed in Resource office as well.

I hope these suggestions are useful in determing how to strengthen our areas of weakness as they currently exist.

CLIP Satellite Site Visit Report

SITE: Ganado
DATE: Monday, April 11, 1994
SITE Trainer: Rosemary Rencher
SITE Trainer Intern: Nancy Jennings
VISITING Trainers: Judie Scott, Kathy Tackett, Leslie Hightower

LESSON OBSERVATIONS:

I. Strengths

- A majority of the teachers followed the lesson format with ease.
- A majority of the teachers included some specific reinforcement during their lessons.
- There was evidence of developing independence in the students reading and writing.
- The teachers were extremely receptive to observation feedback and showed an eagerness to learn.

II. Refinements

- Teachers may stop for teaching points during the familiar book remembering to wait until the end of the sentence to allow for self-monitoring, and to have students do the pointing during the teaching points.
- Teachers need assistance refining the writing portion of the lesson; using Elkonin, taking a word to fluency, stretching the students' capabilities in each lesson.
- Teachers need to have their magnetic letters on a cookie sheet in alphabetical order so they can make use of them throughout the lesson for "red flag errors," make and break, building word families, and linking known words to unknown.
- There should be evidence in each teacher's lesson that there is attention to consciously building a bank of high frequency words. This works most effectively if the words are posted where the teachers can refer to them during planning and teaching the lesson;

CLASS OBSERVATIONS

I. Strengths

- The pacing of the class was very good allowing time to complete the practicum. We appreciated the teachers' willingness to stay a little late so we could do the writing demonstration.
- Teachers were involved and responsive during the Behind-the-Glass activity.
- The class activities were well organized and both the teachers and trainers participated with enthusiasm and a high level of understanding.
- The salad dinner was wonderful...**Thank you!**

II. Refinements

- Plan the Behind-the-Glass discussions to clarify misunderstandings observed during lesson observations, i.e. encouraging the teachers to give a brief main idea of the story at the beginning of the new book introduction and to be sure the book is in the student's hands.
- Plan to use a portion of the practicum to revisit and clarify misunderstandings observed during lesson observations. This can be handled with a mini-lesson, a demonstration, or having a teacher with a high level of understanding sharing his/her insights.

SITE RECOMMENDATIONS

- Ganado trainer needs to attend the weekly trainers' meetings next year which will be held in Holbrook or Snowflake.
- Permanent CLIP stations in a spot where teachers will not be disturbed would facilitate more effective lessons. Some materials could be used cooperatively and teachers' individual materials could be kept in a tote.

All the Tempe trainers thoroughly enjoyed the visit to Ganado. The school is an impressive facility and the teachers were gracious to welcome all of us into their new classrooms!

Prepared by:

Judie Scott Leslie Hightower Kathy Tackett

Judie Scott Leslie Hightower Kathy Tackett

JS/ml

They felt that teachers clipping in the clusters or the teacher conference rooms had too many distractions. They suggested we set up 2 stations in the CLIP room.

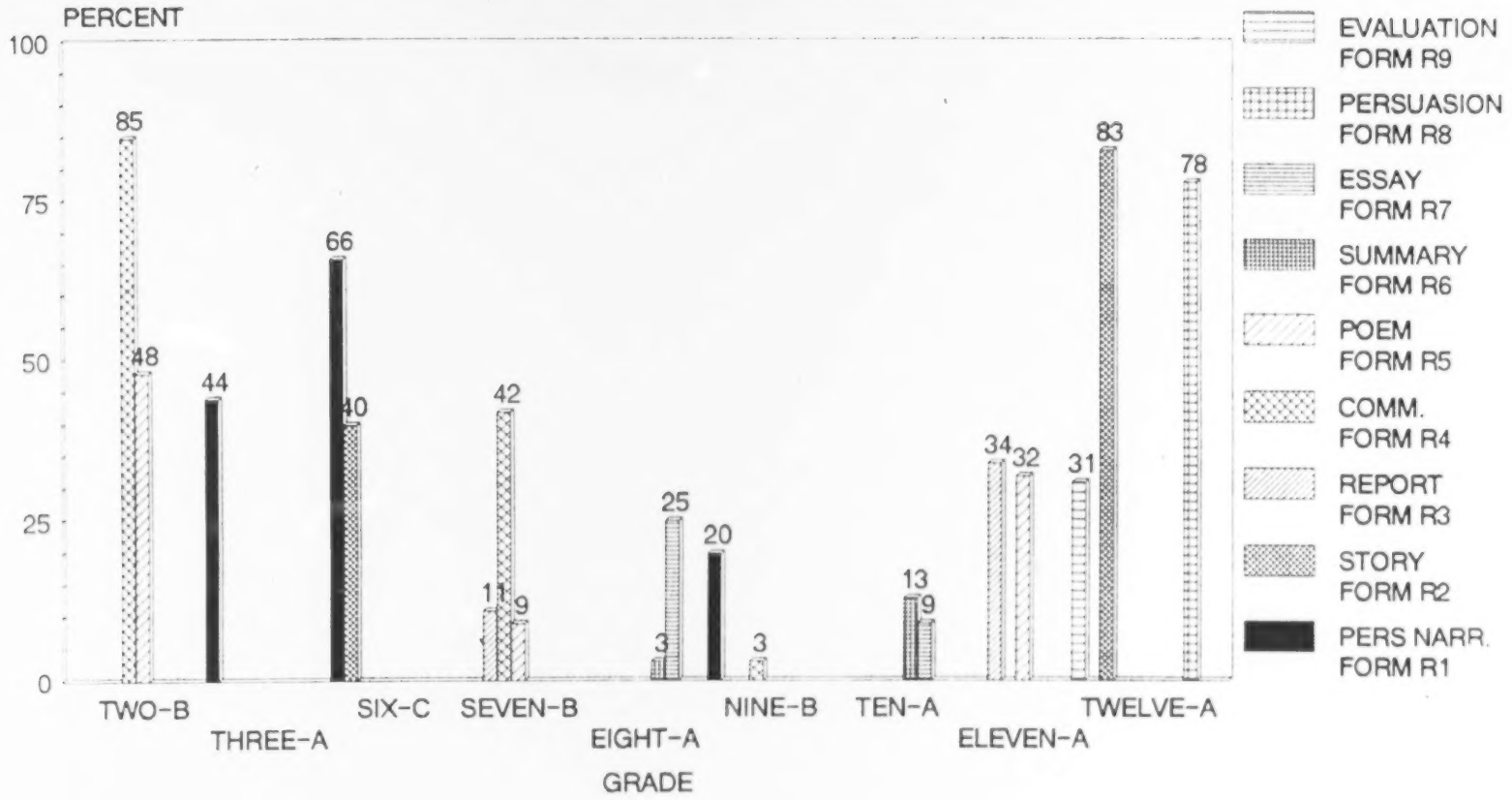
93/94 ASAP RESULTS

GRADE	TEST	NAME	% MASTERY	92/93 % MASTERY
TWO	3R4B	COMMUNICATON	85	
	3R5B	POEM	48	37
	3W4B	COMMUNICATION	33	
	3W5B	POEM	34	97
	3M6B	PATTERNS	44	20
	3M7B	SHAPES	71	
THREE	3R1A	PERSONAL NARR.	44	
	3R2A	STORY	23	
	3W2A	STORY	28	
	3W4A	COMMUNICATION	39	
	3M2A	CONJECTURING	14	
	3M3A	FRACTIONS	27	
SIX	8R1C	PERSONAL NARR.	66	
	8R2C	STORY	40	
	8W2C	STORY	19	
	8M4C	MEASUREMENT	4	
	8M5C	GEOMETRY	11	
	8M8A	PATTERNS	6	
SEVEN	8R3A	REPORT	11	
	8R4B	COMMUNICATION	42	
	8R5B	POEM	9	
	8W3B	REPORT	15	
	8W4B	COMMUNICATION	38	

GRADE	TEST	NAME	% MASTERY	92/93 % MASTERY
	8W5B	POEM	31	
	8M1B	STATISTICS	6	
	M7B	GRAPH	6	
	8M9B	REASONING	8	
EIGHT	8R6A	SUMMARY	3	
	8R7A	ESSAY	25	
	8W6A	SUMMARY	25	
	8W7A	ESSAY	29	
	8M2A	PROBABILITY	35	
	8M3A	DATA	25	
	8M6A	GEOMETRY	13	
NINE	12R1B	PERSONAL NARR.	20	3
	12R4B	COMMUNICATION	3	
	12W4B	COMMUNICATION	28	
	12M3C	STATISTICS	0	
	12M5C	MEASUREMENT	0	5
TEN	12R6A	SUMMARY	13	6
	12R7A	ESSAY	9	
	12W6A	SUMMARY	42	
	12W7A	ESSAY	27	
	12M4B	GEOMETRY	22	1
	12M7B	GRAPHING	1	
ELEVEN	12R3A	REPORT	34	
	12R5A	POEM	32	
	12R9A	EVALUATION	31	32

GRADE	TEST	NAME	% MASTERY	92/93 % MASTERY
	12W3A	REPORT	43	
	12W5A	POEM	66	
	12W9A	EVALUATION	25	
	12M1A	DATA	2	2
	12M6A	REASONING	7	
TWELVE	12R2A	STORY	83	
	12R8A	PERSUASION	78	
	12W2A	STORY	95	
	12W8A	PERSUASION	47	
	12M2A	PROGRESSIONS	8	
	12M8A	STATISTICS	NOT AVAIL.	

93\94 ASAP RESULTS
READING
% STUDENTS ACHIEVING MASTERY



93\94 ASAP RESULTS
WRITING
% STUDENTS ACHIEVING MASTERY